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ABSTRACT

This kindergarten curriculum guide for Philadelphia public schools has as its overall goals the development of: (1) competence in reading, writing, speaking, listening, mathematics, science, reasoning, life skills, social studies, the arts, and physical and health education; (2) citizenship skills; (3) career preparation skills; and (4) human values emphasizing interdependence among people. Specific curriculum goals and objectives, and a scope and sequence chart, are presented for each of the overall goals. (PCB)

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STANDARDIZED CURRICULUM

SCHOOL DISTRICT OF PHILADELPHIA

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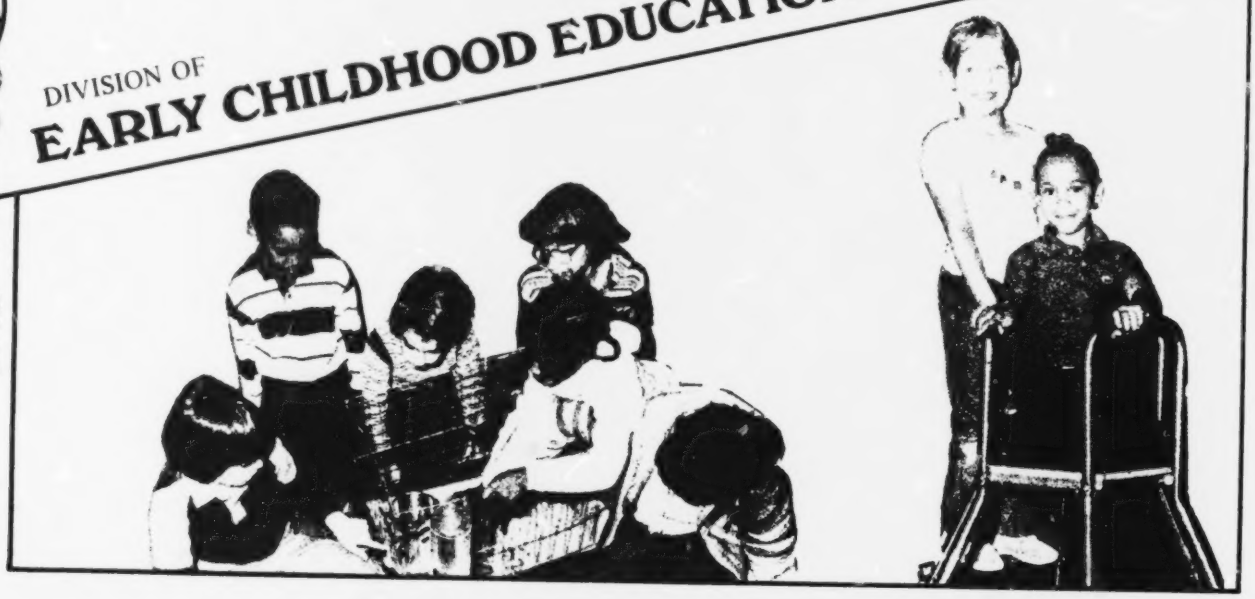
DIVISION OF EARLY CHILDHOOD EDUCATION



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THE SCHOOL DISTRICT OF PHILADELPHIA
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CONSTANCE E. CLAYTON
SUPERINTENDENT OF SCHOOLS

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Dear Colleagues:

We are engaged in a common effort to fulfill the promise in every student. Because of your dedication and competency, the School District of Philadelphia is achieving gains in every part of its program. High expectations are reflected in the nourishment of talent which is present in each classroom.

A school district must look to its curriculum as the basis for instruction. In the pages that follow a standardized curriculum is presented as our framework of reference for excellence and equity: excellence because content and activities are derived from the best in pedagogy and research; equity because each school, regardless of its size or location, can now offer learning opportunities that compare favorably with all other schools.

The standardized curriculum commends itself to us because it:

- supports our systemwide goals and instructional objectives
- has carefully defined scope and sequence of content and skills in all required subjects
- will be measured by curriculum referenced testing
- can be understood not only by professional staff but by students, parents, and community.

Though the curriculum is carefully structured, teachers and administrators have the option of determining the methods of instruction, the materials to be used, and the adaptations to be made to meet individual student needs. The curriculum helps us to work together as a professional team, united in attaining the official Statement of Goals set forth at the beginning of the school year:

1. The development of competence in reading, writing, speaking, listening, mathematics, science, reasoning, life skills, computer literacy, social studies, foreign languages, the arts, and physical and health education,
2. The development of human values emphasizing interdependence among people,
3. The development of citizenship skills,
4. The development of career preparation skills.

I know that an urban school system of more than 200,000 students must deal with formidable problems but in my visits to the schools throughout the city I witness the commitment to excellence by all members of the school family. In their daily work, they are making a difference for the better in the lives of children. They are giving a promise of tomorrow—a promise ensured by mastery of a carefully designed curriculum.

To those who developed the standardized curriculum and to those who will implement it, I express deep appreciation.

Sincerely,

Constance E. Clayton

THE STANDARDIZED CURRICULUM: EARLY CHILDHOOD

FOREWORD

When we examine the meaning of the verb "standardize," we find two meanings:

1. to compare with or test by standard
2. to make standard or uniform; to cause to be without variation or irregularities.

For us, the operational definition of "standardize" as used in our term "standardized curriculum" is "to compare with or test by a standard." Our standard is that of *equity and excellence—equity* in that we are saying what shall be due all students who study and learn with us, regardless of where they attend school in our School District, and *excellence* in that we commit ourselves to delivering the best in quality of educational product that our resources can provide.

The standardized curriculum is a recognizable, balanced curriculum that is

1. goal related: Matches our systemwide goals and instructional objectives.
2. carefully structured: Has a definite scope and sequence of content and skills.
3. meaningfully measured: Is supported by our curriculum-referenced testing and assessment program.
4. fully understood by teachers, students, administrators, and parents: Has broad dissemination to all parties.

This is one of the books which contain the standardized curriculum: the systemwide goals, instructional objectives, and scope-and-sequence charts for each curricular area at each school level — early childhood, primary, intermediate, and secondary. Appropriate curriculum guides and publications that support the subject-area scope-and-sequence charts are referenced.

The pages of this book are three-hole punched to fit into a loose-leaf binder to provide utility, portability, and ease of handling. We believe this format also provides ease of adaptation and revision.

This new format puts all the curriculum for each level in one publication to be used by

- **the teacher** as the planning document for weekly, monthly, and term planning.
- **the principal** as the major resource for reviewing lesson plans and for developing plans for improvement of instruction.
- **the parent** as an information document on what can be expected to be taught at each school level.

The Division of Early Childhood Education has a specific mandate within the general framework of the School District of Philadelphia which is tied to its philosophy, goals and objectives.

The curriculum for the preschool child is based on the theory that children require a structured, organized experience that provides for cognitive skill development as well as for the affective, emotional and social life of children if they are to grow and develop into fully functioning members of society.

In order to provide linkage and synchronization with the primary course of study, the Early Childhood Curriculum is consistent in its format and organization and directly related to the Standardized Curriculum.

Education must concentrate on the complete development of students as individuals and as citizens from prekindergarten through the grades. This process requires systematic and sustained efforts by teachers and staff, by students, and by parents, family and community. Our mission is to motivate all children to be fully aware of their individual capabilities and potential while stimulating their efforts toward lifelong learning as competent and productive human beings.

We recognize that, though we have not created a new curriculum, we have reshaped the curriculum. Initial and on-going teacher development to present and support the standardized curriculum is our continuing commitment. Together, we will make this curriculum an educational experience worthy of our children and ourselves.

It is intended that this curriculum be vital and responsive to the educational needs of our students. As you use this curriculum we invite you to write to us. Tell us your reactions. Offer your comments and suggestions so that together we can make excellence in education our reality.

Leontine D. Scott
Executive Director
Early Childhood Education

Rita C. Altman
Associate Superintendent
Curriculum and Instructional Development

September 1984

GOALS AND OBJECTIVES

KINDERGARTEN

The goal statements that follow describe what students are expected to be able to do when they finish a program of studies in the Philadelphia public schools.

Clearly, many of the goals should be accomplished in the early grades; others will not be met until completion of high school.

CURRICULUM GOALS FOR KINDERGARTEN

The development of competence in reading, writing, speaking, listening, mathematics, science, reasoning, life skills, social studies, the arts, and physical and health education.

The development of human values emphasizing interdependence among people.

The development of citizenship skills.

The development of career preparation skills.

STANDARDIZED CURRICULUM

ART

KINDERGARTEN

GOALS AND OBJECTIVES
SCOPE AND SEQUENCE

Dr. Constance E. Clayton
Superintendent of Schools

Leontine D. Scott
Executive Director
Early Childhood Education

DIVISION OF EARLY CHILDHOOD EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

GOALS AND OBJECTIVES

ART: KINDERGARTEN

The ability in varying degrees to understand and engage in experiences relating to the elements, principles, and concepts of art.

The ability to understand and appreciate one's own creative expressions in art, those of one's peers, and those of other ethnic and cultural groups.

The ability to understand, appreciate, and evaluate art in natural and human-made environments.

The ability to understand, appreciate, and evaluate representative examples of art from the past and present.

ART: KINDERGARTEN

GOAL I — **The ability in varying degrees to understand and engage in experiences relating to the elements, principles, and concepts of art.**

OBJECTIVES — Pupils will:

a. Identify themselves with the world of art by creating their own art expression.
b. Identify colors by name.
c. Use color freely.
d. Identify lines and shapes.
e. Make use of shapes and colors.
f. Do three-dimensional as well as two-dimensional work.
g. Use a wide range of art materials.

GOAL II — **The ability to understand and appreciate one's own creative expressions in art, those of one's peers, and those of other ethnic and cultural groups.**

OBJECTIVES — Pupils will:

a. Use tools properly; hammer, nails, tempera paint, and brushes.
b. Make prints with sticks, spools, and sponges.
c. Work with clay.
d. Make pictures through painting and drawing.
e. Become aware of the relationship of various parts of the human body.
f. Create indoor and outdoor scenes.
g. Participate in discussions of their own work and the work of others.

ART: KINDERGARTEN

GOAL III **The ability to understand, appreciate, and evaluate art in natural and human-made environments.**

OBJECTIVE

Pupils will appreciate both human and natural creations in the environment.

GOAL IV **The ability to understand, appreciate, and evaluate representative examples of art from the past and present.**

OBJECTIVES Pupils will:

a. See reproductions of great works of art.

b. Have opportunities to respond to works of art.

c. Recognize and enjoy different works of art (painting, sculpture, architecture).

d. Have opportunities to see works by painters, sculptors, and printmakers of various countries, cultures, and ethnic groups.

SCOPE AND SEQUENCE

ART APPRECIATION	COLOR AND DESIGN	CONSTRUCTION	MODELING	PAPER CONSTRUCTION
Pupils will be able to • Identify themselves with the world of art by creating their own art expression. • Be aware of the beauty in nature and their surroundings. • Appreciate their art work and that of their peers. • Have contact with great works of art through trips and seeing reproductions.	Pupils will be able to • Identify colors by name. • Use color freely. • Identify lines and shapes. • Use crayons freely.	Pupils will be able to • Use tools properly. • Decorate wood with paint. • Construct simple shapes with cardboard.	Pupils will be able to • Work with clay-like materials. • Create animals and figures with clay-like materials.	Pupils will be able to • Cut simple shapes. • Use paste with paper. • Handle scissors safely and confidently. • Tear simple shapes, using construction paper to form a composition.

SCOPE AND SEQUENCE

PICTORIAL EXPRESSION	PRINTMAKING	TEXTILE WORK	THEATER ARTS	VOCABULARY
Pupils will be able to • Explore and develop confidence in manipulating various art materials and tools. • Express feelings and ideas in visual form. • Establish the making of pictures as a joyous and satisfying experience. • Develop ability with large brushes and paint on large paper.	Pupils will be able to • Make direct prints with sticks, spools, and sponges. • Develop awareness that permits repetition of the same shape. • Create informal print designs.	Pupils will be able to • Explore and manipulate various textured fabrics, threads, and trimmings. • Use scissors properly.	Pupils will be able to • Gain confidence in the use of imagination through dramatic play. • Make simple puppets. • Develop a concept of theater through dramatization of stories, poems and songs.	Pupils will be able to • Develop an art and a general vocabulary.

STANDARDIZED CURRICULUM

MATHEMATICS

KINDERGARTEN

GOALS AND OBJECTIVES
SCOPE AND SEQUENCE

Dr. Constance E. Clayton
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DIVISION OF EARLY CHILDHOOD EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

GOALS AND OBJECTIVES

MATHEMATICS: KINDERGARTEN

The ability to judge the reasonableness of a mathematical result.

The ability to use mathematics to solve abstract and practical problems.

The ability to know basic properties of simple geometric figures.

The ability to read, make, and interpret simple tables, charts, and graphs.

MATHEMATICS: KINDERGARTEN

GOAL 1 **The ability to judge the reasonableness of a mathematical result.**

OBJECTIVE 1 Pupils will make comparisons of quantities and measures.

SKILLS RELATED TO OBJECTIVE 1

a. Use terms of comparison for position, order, size, and quantity.
b. Identify equivalent and nonequivalent sets to 9.
c. Determine the cardinal number of a set.
d. Use ordinal numbers through fifth.
e. Arrange, compare, and order sets to 9.
f. Relate quantities, using the terms before, after, and between.
g. Compare parts of a unit-region, such as halves and quarters.
h. Compare units of time: day, week.

OBJECTIVE 2 Pupils will make estimations and approximations.

SKILLS RELATED TO OBJECTIVE 2

a. Compare size of objects.
b. Measure lengths longer than the given measuring instrument.

OBJECTIVE 3 Pupils will determine and use appropriate labels for mathematical results when labels are necessary.

SKILLS RELATED TO OBJECTIVE 3

a. Use introductory language, units, and symbols for measuring time, length, temperature, weight, and liquid capacity in customary and metric systems.
b. Use the tools of measurement: clock, calendar, customary and metric measuring devices, thermometers, balance scale.
c. Use the language, units, and symbols for U.S. currency.
d. Use the language for boundary attributes of simple geometric shapes, for example, a three-sided figure is a triangle.

MATHEMATICS: KINDERGARTEN

GOAL II **The ability to use mathematics to solve abstract and practical problems.**

OBJECTIVE Pupils will demonstrate a knowledge of quantitative language and number.

SKILLS RELATED TO OBJECTIVE

a. Communicate in quantitative language.
b. Match numbers to pictures.
c. Recognize numbers in everyday use.
d. Dramatize number situations.
e. Demonstrate the joining and separating of sets, using concrete objects.

GOAL III **The ability to know properties of simple geometric figures.**

OBJECTIVE Pupils will develop an understanding of geometric figures.

SKILLS RELATED TO OBJECTIVE

a. Identify geometric shapes.
b. Match objects to shapes.
c. Classify shapes by attributes, for example, size and number of sides.

GOAL IV **The ability to read, make, and interpret simple tables, charts, and graphs.**

OBJECTIVE Pupils will demonstrate an ability to read information from graphs, charts, and tables.

SKILL RELATED TO OBJECTIVE

Read simple pictographs.

SCOPE AND SEQUENCE

SYSTEMS OF NUMERATION	OPERATION WITH WHOLE NUMBERS	OPERATIONS WITH FRACTIONAL NUMBERS	MEASUREMENT	ORGANIZING AND INTERPERSONAL DATA	GEOMETRY	PROBLEM SOLVING
Pupils will be able to • Compare position, order, size, and quantity. • Describe, build, and select sets to 9. • Reproduce and continue a pattern of sets to 9. • Count by ones to 10. • Use ordinals through fifth • Read and write numbers from one to nine. • Understand order: before, after, between for number sequences and patterns.	Pupils will be able to • Recognize one-to-one relationships. • Identify equivalent and non-equivalent sets to 9. • Determine cardinal number of sets 1-9. • Select and arrange sets. • Order sets by number.	Pupils will be able to • Recognize half as one of two equal parts. • Divide a region into two equal parts.	Pupils will be able to • Compare sizes of objects. • Use a balance to compare weight. • Recognize thermometer as a means of measuring temperature. • Compare units of time: day, week. • Relate temperature to seasons. • Recognize penny, nickel, and dime--comparative value. • Recognize tools of measurement: calendar, clock, measuring devices.	Pupils will be able to • Read a simple pictograph.	Pupils will be able to • Recognize spatial relationships. • Match simple shapes. • Recognize circle, rectangle, square, and triangle. • Arrange shapes in size sequence.	Pupils will be able to • Explain space through dramatic play. • Dramatize number situations. • Match numbers to pictures and objects. • Demonstrate joining and separating sets, using concrete objects.

STANDARDIZED CURRICULUM

MUSIC

KINDERGARTEN

GOALS AND OBJECTIVES
SCOPE AND SEQUENCE

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Early Childhood Education

DIVISION OF EARLY CHILDHOOD EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

GOALS AND OBJECTIVES

MUSIC: KINDERGARTEN

The ability to understand, appreciate, and evaluate representative examples of music from the past and present.

The ability to understand and appreciate one's own creative expression in music, those of one's peers and those of other ethnic and cultural groups.

The ability to understand, appreciate, and evaluate music in natural and human-made environments.

The ability, in varying degrees, to understand and engage in experiences relating to the elements, principles, and concepts of music.

MUSIC: KINDERGARTEN

GOAL I — **The ability to understand, appreciate, and evaluate representative examples of music from the past and present.**

OBJECTIVE — Pupils will cultivate a sensitivity to mood and expression in music.

GOAL II — **The ability to understand and appreciate one's own creative expression in music, those of one's peers, and those of other ethnic and cultural groups.**

OBJECTIVE — Pupils will develop an awareness of school and community life through individual and collective musical experiences.

GOAL III — **The ability to understand, appreciate, and evaluate music in natural and human-made environments.**

OBJECTIVES — Pupils will:

a. Explore sounds in the environment and identify their musical significance.

b. Develop an awareness of life and nature in their surroundings.

GOAL IV — **The ability in varying degrees to understand and engage in experiences relating to the elements, principles, and concepts of music.**

OBJECTIVES — Pupils will:

a. Engage in listening experiences which promote aural and visual awareness of pitch, direction, dynamics, and tempo.

b. Develop vocal and instrumental performance skills to achieve an awareness of the singing voice and appropriate tone quality, and of correct playing techniques in the use of rhythm instruments.

c. Participate in activities designed to create rhytnmic accompaniments, melodies, and body movements.

MUSIC: KINDERGARTEN

SCOPE AND SEQUENCE

LISTENING	VERBALIZING	ANALYZING	CREATING	PERFORMING	MOVEMENT AND DANCE	MUSIC READING
Pupils will be able to • Recognize rhythm in nature, the environment, and in music. • Recognize melodies with and without accompaniments. • Recognize accompaniments independently of the melodies. • Recognize aurally musical examples of louder/softer sounds faster/slower tempos.	Pupils will be able to • Share personal feelings about music. • Identify rhythm instruments.	Pupils will be able to • Perceive music as different from other environmental sounds.	Pupils will be able to • Create rhythmic patterns with body percussion. • Create pantomimic movements. • Create short compositions with rhythm instruments.	Pupils will be able to • Sing songs for enjoyment and pleasure. • Sing with understanding and expression. • Experiment with sounds produced by various rhythm instruments and develop appropriate playing techniques. • Imitate rhythmic patterns by clapping and by playing rhythm instruments.	Pupils will be able to • Dramatize action songs and movement exploration. • Respond freely with body movements to varied musical examples. • Clap and move to the beat/pulse and accent.	Pupils will be able to • Associate visual images and sounds.

STANDARDIZED CURRICULUM

PHYSICAL AND HEALTH EDUCATION

KINDERGARTEN

GOALS AND OBJECTIVES
SCOPE AND SEQUENCE

Dr. Constance E. Clayton
Superintendent of Schools

Leontine D. Scott
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Early Childhood Education

DIVISION OF EARLY CHILDHOOD EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

GOALS AND OBJECTIVES

PHYSICAL AND HEALTH EDUCATION: KINDERGARTEN

The ability to maintain physical and emotional health through identification and practice of appropriate exercise, nutrition, and disease prevention.

The ability to identify and comprehend essential knowledge of human growth and development.

The ability to understand the effects of controlled substances.

The ability to engage in recreational physical activity.

The ability to cooperate in community efforts to promote a healthful environment.

PHYSICAL AND HEALTH EDUCATION: KINDERGARTEN

GOAL I **The ability to maintain physical and emotional health through identification and practice of appropriate exercise, nutrition, and disease prevention.**

OBJECTIVES Pupils will:

a. Develop strength and endurance to perform daily tasks with alertness and vigor.

b. Demonstrate skills of cooperation and competition.

c. Acquire an appreciation of good physical condition, nutrition, and disease prevention.

GOAL II **The ability to identify and comprehend essential knowledge of human growth and development.**

OBJECTIVES Pupils will:

a. Become aware of how heredity, environment, and self-identification contribute to the making of a person.

b. Become aware of physical changes that take place during the growth process.

GOAL III **The ability to understand the effects of controlled substances.**

OBJECTIVES Pupils will:

a. Show an awareness of medicines to cure or prevent sickness and of the dangers of improper use of medicine.

b. Be aware that any substance taken into the body affects its functions.

c. Understand that drug and alcohol abuse causes problems for the individual and family.

PHYSICAL AND HEALTH EDUCATION: KINDERGARTEN

GOAL IV **The ability to engage in recreational physical activity.**

OBJECTIVES Pupils will:

a. Enjoy leisure time activities.

b. Demonstrate enjoyment of sports and games.

GOAL V **The ability to cooperate in community efforts to promote a healthful environment.**

OBJECTIVES Pupils will:

a. Demonstrate a knowledge of school and traffic safety practices.

b. Demonstrate knowledge of the relationship between pollution and health.

SCOPE AND SEQUENCE

PHYSICAL EDUCATION: KINDERGARTEN

BODY CONDITIONING	DANCE AND RHYTHMIC ACTIVITIES	GAMES	GYMNASTICS	TRACK AND FIELD	INDIVIDUAL AND DUAL SPORTS	ADAPTED PHYSICAL EDUCATION
Mimetic Games and Activities • Snow Frolic • Raking Leaves • Occupation Roles • Visit to the Zoo or Farm Stunts (Individual) • Ostrich Walk • Crab Walk • Toe Touch Walk • Rocking Horse • Clown Stand Partners and Group • Siamese Walk • Wring the Dish-cloth • Squirrel and Tree Movement Exploration • Non-locomotor skills • Locomotor skills • Outdoor play equipment	Singing Games • Farmer in the Dell • Ten Little Indians • Bunny Hop • Looby Loo • Mulberry Bush • Go In and Out the Window.	Tag Games • Red Light, Green • Cat and Mouse Ball Games • Bounce Ball • Catch Ball Circle Games • Duck-duck Goose • Place the Handkerchief • Parachute	Mats • Rolling Patterns • Creeping • Crawling • Frog jump Balance Beam • Natural Walk • Walk-different arm positions • Tightrope Walk • Walk and Reverse	Race • Running and Variations • Hopping and Variations • Skipping and Variations Jumping • Step Jump • Jumping over Objects Throwing • One-hand Throw • Two-hand Throw • Overhead Throw Pulling • Rocking Horse • Row Boat Simple Obstacle Course • Spatial Awareness • Directionality • Laterality	Recreational Activities • Bean Bags • Hoops • Balls	Medical Handicaps or Learning Disability Individualized educational program based on specific disability. Physical Underdevelopment Deviations Remedial exercise programs

HEALTH EDUCATION: KINDERGARTEN

CLEANLINESS AND APPEARANCE	FOOD AND NUTRITION	COMMUNITY HEALTH AND ECOLOGY	MENTAL HEALTH	HUMAN GROWTH AND DEVELOPMENT	FITNESS	DRUG ABUSE	TOBACCO AND ALCOHOL	SAFETY
• Personal cleanliness and appearance.	• Healthful food selection. • The need of living things for food.	• Immunization programs. • Healthful home, school and community practices.	• Self and others: relationships with family and friends.	• Body parts and their functions.	• Need for rest and exercise.	• Use of medicines.	• Develop an awareness of harmful effects of smoking and drinking.	• Personal safety responsibility. • Preventing accidents.

STANDARDIZED CURRICULUM

READING/ENGLISH LANGUAGE ARTS

KINDERGARTEN

GOALS AND OBJECTIVES
SCOPE AND SEQUENCE

Dr. Constance E. Clayton
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DIVISION OF EARLY CHILDHOOD EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

GOALS AND OBJECTIVES

READING/ENGLISH LANGUAGE ARTS: KINDERGARTEN

CURRICULUM GOALS FOR READING

The ability to recognize that reading functions in one's life as a means of acquiring knowledge as well as a pleasurable activity.

The ability to react to literature on the basis of personal response and literary quality.

The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret meaning literally and inferentially.

The ability to read, interpret, and recognize printed material and to identify relationships among form, content, and syntax.

CURRICULUM GOALS FOR WRITING

The ability to present ideas clearly and honestly in personal, formal, and creative discourse for recording by the teacher.

The ability to recognize that writing is a way to learn, improve reading, communicate with others, and develop intellectually and personally.

The ability to recognize that handwriting contributes to the effectiveness of expression and communication.

The ability to recognize that language choices (word selection, grammar, punctuation, syntax) contribute to the effectiveness of written work.

CURRICULUM GOALS FOR SPEAKING AND LISTENING

The ability to speak and communicate ideas with clarity and effectiveness.

The ability to listen attentively and with critical understanding.

The ability to understand and use traditional grammar and to appreciate when the use of dialect is appropriate.

The ability to question, respond concisely, and follow spoken directions.

The ability to cite and comprehend the major and minor points in discussions and to be able to report accurately what others have said.

READING: KINDERGARTEN

GOAL I **The ability to recognize that reading functions in one's life as a means of acquiring knowledge as well as a pleasurable activity.**

OBJECTIVES FOR READING GOAL I

Pupils will:

a. Appreciate both oral and written language.
b. Handle parts of a book with ease.
c. Follow simple oral and written directions.
d. Listen and respond to stories and rhymes.
e. Select and share books for pleasure from class and school library.
f. Assisted by the teacher, use the library to select books for recreational reading.

GOAL II **The ability to react to literature on the basis of personal response and literary quality.**

OBJECTIVES FOR READING GOAL II

Pupils will:

a. Listen to stories and rhymes.
b. Read along when stories and poems are read aloud.
c. Begin to distinguish between reality and fantasy.
d. Respond to literature through role play and interpretive movement.
e. Listen to literature read aloud by teacher.

GOAL III **The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret meaning literally and inferentially.**

OBJECTIVES FOR READING GOAL III

Pupils will:

a. Make inferences.

b. Participate in a directed reasoning-thinking activity in order to develop and improve language skills.

c. Interpret the author's feeling.

d. Respond to different types of questions, including factual and inferential.

e. Interpret stories, poems, folk and fairy tales.

GOAL IV **The ability to read, interpret, and recognize printed material and identify relationships among form, content, and syntax.**

OBJECTIVES FOR READING GOAL IV

Pupils will:

a. Use the prereading skills of visual and auditory discrimination to make judgments, inferences, conclusions, interpretations, or evaluations.

b. Participate in a language-experience approach.

c. Participate in a directed reading-readiness activity.

d. Acquire sight vocabulary that is familiar and important.

e. Recognize relationship between written symbols and spoken language.

f. Develop expanded experiential vocabulary.

g. Understand concept of a sentence as a complete thought.

WRITING: KINDERGARTEN

GOAL I **The ability to present ideas clearly and honestly, in personal, formal, and creative discourse for recording by the teacher.**

OBJECTIVES FOR WRITING GOAL I

Pupils will:

a. Help prepare language-experience and group-story compositions.

b. Assist in the preparation of signs and labels for classroom areas.

c. Sign cards and letters in manuscript.

d. Dictate and write captions and sentences for original paintings and drawings.

e. Recognize the importance of sequence in a series of ideas or events.

f. Express ideas in an organized manner.

GOAL II **The ability to recognize that writing is a way to learn, improve reading, communicate with others, and develop intellectually and personally.**

OBJECTIVES FOR WRITING GOAL II

Pupils will:

a. Understand the necessity for and the use of writing.

b. Use individual experience stories and group compositions to see and read their own language in written form.

WRITING: KINDERGARTEN

GOAL III **The ability to recognize that handwriting contributes to the effectiveness of expression and communication.**

OBJECTIVES FOR WRITING GOAL III

Pupils will:

a. Acquire directionality in coordinated hand-eye movements.

b. Demonstrate improved small-muscle control.

c. Trace or reproduce simple geometric or letter characters with proper orientation.

d. Establish a dominant hand.

e. Use printing as expression of personal need.

GOAL IV **The ability to recognize that language choices (word selection, grammar, punctuation, syntax) contribute to the effectiveness of written work.**

OBJECTIVES FOR WRITING GOAL IV

Pupils will:

a. Identify that the end of a line does not always mean the end of a thought.

b. Recognize the meaning of word and the function of space in establishing word boundaries.

c. Understand the function of capitalization and punctuation.

SPEAKING AND LISTENING: KINDERGARTEN

GOAL 1 **The ability to speak and communicate ideas with clarity and effectiveness.**

OBJECTIVES FOR SPEAKING AND LISTENING GOAL 1

Pupils will:

a. Establish conversational etiquette.

b. Pronounce distinctly. Give simple information about parents, siblings, address, and phone number.

c. Speak loud enough to be heard, and enunciate clearly.

d. Discriminate among environmental and speech sounds.

e. Interpret pictures through action or descriptive vocabulary.

f. Participate in class discussions and conversations.

g. Express need in classroom situations.

h. Interpret experiences through dramatic play.

i. Give simple messages or directions for a game or activity.

j. Participate in language expansion activities, such as choral speaking, recitation of poems, dramatic talk, puppet play, pantomime, show-and-tell, jingles, and rhymes.

k. Understand the relationship inherent in directional vocabulary, e.g., left, right, up, down, top, and bottom.

l. Retell in their own words group experiences, stories heard on radio, television, the classroom, and at home.

SPEAKING AND LISTENING: KINDERGARTEN

GOAL II **The ability to listen attentively and with critical understanding.**

OBJECTIVES FOR SPEAKING AND LISTENING GOAL II

Pupils will:

a. Distinguish among sounds.
b. Listen attentively to identify rhymes and rhythm, letters and numbers.
c. Listen attentively to follow directions and to recall and identify ideas in sequential order.
d. Listen appreciatively to literature, music, and speech of others.
e. Listen critically to distinguish between fact and fantasy.
f. Respond to group discussions.

GOAL III **The ability to understand and use traditional grammar and to appreciate when the use of dialect is appropriate.**

OBJECTIVES FOR SPEAKING AND LISTENING GOAL III

Pupils will:

a. Pronounce their own names distinctly.
b. Discriminate among environmental and speech sounds.
c. Role-play adult behavior, using appropriate levels of language.
d. Begin to use standard English in conversation with adults and peers.
e. Recognize relationship among ideas expressed by words.
f. Begin to speak in complete thoughts or sentences.

SPEAKING AND LISTENING: KINDERGARTEN

GOAL IV **The ability to question, respond concisely, and follow spoken directions.**

OBJECTIVES FOR SPEAKING AND LISTENING GOAL IV

Pupils will:

a. Demonstrate two-way listener-speaker responsibility.
b. Sustain listening.
c. Speak loud enough to be heard.
d. Enunciate clearly.
e. Listen attentively to follow directions.
f. Give clear and usable simple directions.
g. Recognize and respond to questions concerning the environment, for example, street signs and school signs.
h. Tell an experience or story sequentially.
i Develop conversation skills: situational and telephone talk.

GOAL V **The ability to cite and comprehend the major and minor points in discussions and to be able to report accurately what others have said.**

OBJECTIVES FOR SPEAKING AND LISTENING GOAL V

Pupils will:

a. Listen to other speakers.
b. Listen attentively to recall and identify ideas in sequential order.
c. Listen critically to understand cause and effect.
d. Listen critically to identify the emotional tone of the speaker.
e. Listen critically to predict possible outcomes.
f. Listen to a literary selection and respond appropriately.
g. Participate in show-and-tell activities.
h. Give simple oral reports on stories based on literature, heard or experienced.

READING/ENGLISH LANGUAGE ARTS: KINDERGARTEN

SCOPE AND SEQUENCE

ORAL COMMUNICATION	READING	LITERATURE	WRITING	MASS MEDIA
Pupils will be able to • Demonstrate listening ability: Listen and discriminate speech and environmental sounds. Listen and understand simple directions. Listen and appreciate stories, poems, jingles, dramatizations, finger plays, and nursery rhymes. Listen and respond to a simple story, using literal, inferential, and critical comprehension skills. • Demonstrate speaking ability: Recite name clearly. Express need by speaking in sentences. Interpret pictures orally.	Pupils will be able to • Acquire directionality. • Identify colors and shapes. • Appreciate both oral and written language. • Recognize sequential order. • Recognize rhyming words. • Classify objects into appropriate categories • Identify similarities and differences in forms, letters, words and sounds. • Recognize letters of the alphabet. • Demonstrate acquisition of beginning sight vocabulary.	Pupils will be able to • Listen to stories and poems in extended language patterns. • Listen to multiethnic, multiracial literature, including folk and fairy tales. • Understand simple figurative language. • Respond to stories through dramatization, role play, and interpretive movement. • Select books from classroom and school library. • Participate in sustained silent booktime. • React to books by reading along, discussing and drawing pictures.	Pupils will be able to • Develop fluency by conversation during work and play. • Create paintings and drawings as a prewriting activity for personal diaries and stories. • Compose, with class and teacher, language experience stories. • Dictate, as teacher records, stories, letters and poems. • Sign cards and letters. • Write simple labels and signs. • Mechanics: Develop hand-eye coordination. Demonstrate improved small-muscle control.	Pupils will be able to Recognize fantasy and reality on television and in film. Listen to news articles read aloud and identify who, what, where, when.

READING/ENGLISH LANGUAGE ARTS: KINDERGARTEN

SCOPE AND SEQUENCE

ORAL COMMUNICATION	READING	LITERATURE	WRITING	MASS MEDIA
Recall events and stories in sequence. Deliver a simple message or give directions. Interpret an experience through dramatic play. Participate in language games. Describe concrete objects. Participate in conversation with adults and peers. Enunciate clearly.	Understand and use initial consonants with one sound. Understand concept of words and recognize syntactic order within a sentence. Read own name. Handle a book with ease and look at pages from left to right and top to bottom. Understand books as sources of enjoyment.	Expand vocabulary and concept development through listening to literature. Learn rhymes and poems.	Establish handedness. Trace and form manuscript letters on unlined paper and/or chalkboard. Begin manuscripting own name. • Usage: Understand the necessity for and the uses of writing.	

STANDARDIZED CURRICULUM

SCIENCE

KINDERGARTEN

GOALS AND OBJECTIVES
SCOPE AND SEQUENCE

Dr. Constance E. Clayton
Superintendent of Schools

Leontine D. Scott
Executive Director
Early Childhood Education

DIVISION OF EARLY CHILDHOOD EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

GOALS AND OBJECTIVES

SCIENCE: KINDERGARTEN

The ability to value science as both a systematic and creative process in explaining natural phenomena.

The ability to place the contributions of great scientists in biographical and historical context.

The ability to develop an understanding and appreciation of both the magnitude of the universe and of the elements which constitute it, and to appreciate Earth as a small, fragile planet with finite, interdependent resources.

The ability to understand the basic principles of mechanics, physics, chemistry, and the life sciences, and to distinguish between problems in these areas.

The ability to use the various kinds of instruments necessary for scientific investigation.

The ability to develop general problem-solving and critical-thinking habits in evaluating scientific problems against a background of scientific facts/theories.

The ability to apply basic scientific/technical solutions to appropriate problems, such as energy conservation and the environment.

The ability to understand the human body and its health needs.

The ability to understand the functions and implications of technology.

SCIENCE: KINDERGARTEN

GOAL I **The ability to value science as both a systematic and creative process in explaining natural phenomena.**

OBJECTIVE Pupils will demonstrate the application of the basic process skills (observing, inferring, classifying, using space/time relationships, measuring, using numbers, communicating, predicting) and the integrated processes of science (formulating hypotheses, interpreting data, controlling variables, defining operationally, experimenting) to natural phenomena.

SKILLS RELATED TO OBJECTIVE

Pupils will develop process skills of observation, classification, space/time relationships, measuring, and using numbers. They will apply these skills to life, earth, and physical science through exploration and manipulation of a variety of materials.

GOAL II **The ability to place the contributions of great scientists in biographical and historical context.**

OBJECTIVE Pupils will be knowledgeable of the contributions of various ethnic and racial groups to the body of scientific knowledge and achievements.

GOAL III **The ability to develop an understanding and appreciation of both the magnitude of the universe and of the elements which constitute it, and to appreciate Earth as a small, fragile planet with finite, interdependent resources.**

OBJECTIVE Pupils will know that all things on the earth are composed of a limited number of basic elements.

SKILL RELATED TO OBJECTIVE

Pupils will be able to identify properties of objects.

SCIENCE: KINDERGARTEN

GOAL IV **The ability to understand the basic principles of mechanics, physics, chemistry, and the life sciences, and to distinguish between problems in these areas.**

OBJECTIVE 1 Pupils will demonstrate understanding of the following basic generalization and principle applicable to all the sciences:

Most events in nature occur in a predictable way, understandable in terms of a cause-and-effect relationship; natural laws are universal and are demonstrable throughout time and space.

OBJECTIVE 2 Pupils will identify and name two-dimensional shapes and their position in a subsystem or a system.

Through classification systems, scientists bring order and unity to apparently dissimilar and diverse natural phenomena.

OBJECTIVE 3 Pupils will distinguish between living and non-living.

GOAL V **The ability to use the various kinds of instruments necessary for scientific investigation.**

OBJECTIVE Pupils will begin to use scientific tools that measure mass, volume, length, temperature, and that magnify.

SKILLS RELATED TO OBJECTIVE

Balancing, measuring volume, measuring hotter-colder, using magnifiers for observation.

SCIENCE: KINDERGARTEN

GOAL VI **The ability to develop general problem-solving and critical-thinking habits in evaluating scientific problems against a background of scientific facts/theories.**

OBJECTIVE Pupils will be able to develop problem-solving skills which can be applied to life situations.

SKILLS RELATED TO OBJECTIVE

Pupils will develop the eight process skills: observing, measuring, classifying, space/time, inferring, predicting, using numbers and communicating.

GOAL VII **The ability to apply basic scientific/technical solutions to appropriate problems, such as energy conservation and the environment.**

OBJECTIVE Pupils will perform appropriate experiments and activities at their level to identify and propose solutions to societal problems.

SKILLS RELATED TO OBJECTIVE

Pupils will apply basic process skills to make good observations, for example, observing life and death in the aquarium.

SCIENCE: KINDERGARTEN

GOAL VIII **The ability to understand the human body and its health needs.**

OBJECTIVE Pupils will be knowledgeable of the structure and function of the human body and develop a positive attitude towards its proper maintenance.

SKILL RELATED TO OBJECTIVE

Pupils will understand the concept that all living things need proper food and nutrition for health, growth, and activity.

GOAL IX **The ability to understand the functions and implications of technology.**

OBJECTIVE Pupils will understand that machines make work easier.

SKILL RELATED TO OBJECTIVE

Pupils will identify labor-saving devices in their homes such as vacuum cleaners and washing machines.

SCOPE AND SEQUENCE

PHYSICAL SCIENCE	LIFESCIENCE	EARTH SCIENCE	PROCESSES
Pupils will be able to identify or demonstrate • The properties of material objects. • Experiences using the senses of taste, smell, hearing, touch, and sight. • How to classify material objects. • How to distinguish between moving and non-moving objects. • How objects can affect another object from a distance, such as a magnet.	Pupils will be able to identify • Seeds • Plants • Characteristics of animals • Seasonal changes that occur in plants and animals. • Pupils will plant seeds; care for, observe, compare and classify classroom plants. • Pupils will be able to classify objects as living or non-living.	Pupils will be able to describe and demonstrate characteristics of • Air and water. • Floating and non-floating objects.	At the conclusion of kindergarten, pupils should be able to name, identify and demonstrate the following processes: • Observing • Classifying • Space/Time Relationships • Measuring • Communicating

GOALS AND OBJECTIVES

SOCIAL STUDIES: KINDERGARTEN

CURRICULUM GOALS FOR SOCIAL STUDIES

The ability to understand the anthropological history of humankind's development from simple forms of social organization to the complexities of modern life.

The ability to understand the structure and function of the social, political, economic, and cultural institutions of nations and how they contribute to stability and change in human behavior and progress.

The ability to understand and use the basic concepts of geography and relate them to global interdependence.

The ability to understand the differences and similarities among the histories and cultures of the world's people.

The ability to understand the psychology of individual and group behavior and how it contributes to the quality of everyday life.

CURRICULUM GOALS FOR HUMAN VALUES

The ability to respect the dignity of human life and accept the uniqueness of each individual, including respect for each person's rights, values, aspirations, possessions, and privacy.

The ability to develop a positive self-image and a sense of self-worth.

The ability to recognize and honor equality among people of different cultures and languages across social, sexual, economic, racial and ethnic lines, and to work toward a more integrated society.

The ability to solve and cope with typical interpersonal problems, and to relate effectively to peers and adults.

CURRICULUM GOALS FOR CITIZENSHIP

The ability to identify and comprehend societal institutions, including family, government, education and law.

The ability to participate in and contribute to an integrated, democratic, and just society.

The ability to recognize the historical development of our beliefs and aspirations as people.

SOCIAL STUDIES: KINDERGARTEN

GOAL I **The ability to understand the anthropological history of humankind's development from simple forms of social organization to the complexities of modern life.**

OBJECTIVES Pupils will:

a. Appreciate the different roles of the individual within the group.
b. Understand likenesses and differences.
c. Appreciate the socialization role of the family.
d. Understand that groups and group members are interdependent.

GOAL II **The ability to understand the structure and function of the social, political, economic, and cultural institutions of nations and how they contribute to stability and change in human behavior and progress.**

OBJECTIVES Pupils will:

a. Understand how rules affect different units of social organizations.
b. Understand why people live in neighborhoods.
c. Understand that nations have symbols.
d. Show awareness of the neighborhood as a geographic entity.
e. Understand what a city is.
f. Appreciate the importance of constructive citizenship.

SOCIAL STUDIES: KINDERGARTEN

GOAL III **The ability to understand and use the basic concepts of geography and relate them to global interdependence.**

OBJECTIVES Pupils will:

a. Understand their relationship to the immediate and familiar environment of neighborhood and city.

b. Understand that the earth is capable of supporting human life.

c. Realize that the need for goods and services fosters community interdependence.

d. Appreciate the role of geography in determining where people live.

e. Understand how changes in the seasons affect our lives.

GOAL IV **The ability to understand the differences and similarities among the histories and cultures of the world's people.**

OBJECTIVES Pupils will:

a. Recognize an urban setting.

b. Appreciate ethnic and cultural diversity.

GOAL V **The ability to understand the psychology of individual and group behavior and how it contributes to the quality of everyday life.**

OBJECTIVES Pupils will:

a. Understand that we learn through our senses.

b. Recognize the importance of one's name to one's identity.

c. Understand that people have feelings and emotions.

d. Recognize an urban setting.

e. Understand that individuals are unique.

HUMAN VALUES: KINDERGARTEN

GOAL I **The ability to respect the dignity of human life and accept the uniqueness of each individual, including respect for each person's rights, values, aspirations, possessions, and privacy.**

OBJECTIVES Pupils will:

a. Accept the differences and uniqueness of others.

b. Understand and practice cooperative behavior.

GOAL II **The ability to develop a positive self-image and a sense of self-worth.**

OBJECTIVES Pupils will:

a. Recognize each person is important and special and show satisfaction and acceptance of self.

b. Understand that people have feelings and emotions that affect their behavior.

c. Understand that each person is an important individual with the ability to make a contribution to the group.

GOAL III **The ability to recognize and honor equality among people of different cultures and languages across social, sexual, economic, racial, and ethnic lines, and to work toward a more integrated society.**

OBJECTIVES Pupils will:

a. Identify similarities and differences among groups.

b. Identify and share various cultural experiences.

HUMAN VALUES: KINDERGARTEN

GOAL IV — **The ability to solve and cope with typical interpersonal problems, and to relate effectively to peers and adults.**

OBJECTIVE — Pupils will identify interpersonal problems, learn alternative solutions and consequential thinking skills which help associate how they think with what they do and how they behave.

CITIZENSHIP: KINDERGARTEN

GOAL I **The ability to identify and comprehend societal institutions, including family, government, education and law.**

OBJECTIVES Pupils will:

a. Appreciate socialization role of the family.
b. Understand the different roles of the individual within the group.
c. Appreciate the importance of constructive citizenship.
d. Understand the importance of rules for group behavior.

GOAL II **The ability to participate in and contribute to an integrated, democratic, and just society.**

OBJECTIVES Pupils will:

a. Understand likenesses and differences.
b. Understand why people live in neighborhoods.
c. Realize that the need for goods and services fosters community interdependence.
d. Appreciate ethnic and cultural diversity.
e. Understand that individuals are unique.
f. Compare and contrast the major cultural events and celebrations of the world's people.

GOAL III **The ability to recognize the historical development of our beliefs and aspirations as people.**

OBJECTIVE Pupils will understand that nations have symbols.

SOCIAL STUDIES: KINDERGARTEN

SCOPE AND SEQUENCE

INDIVIDUAL	GROUP	NEIGHBORHOOD CITY	STATE	NATION	WORLD	UNIVERSE
Pupils will be able to • Develop body and sensory awareness. • Use senses to make contact with the environment. • Recognize importance of name to one's identity. • Acquire an emotional vocabulary. • Recognize emotions in others. • Express feelings verbally.	Pupils will be able to • Understand the basics of human interaction. • Apply problem solving to cooperation and conflict. • Offer, accept and request sharing. • Identify various types of families. • Differentiate and describe the functions of families. • Understand their role as a participating member of a family.	Pupils will be able to • State their addresses. • Identify and locate areas in the immediate environment of classroom, school, and neighborhood. • Identify places and people in the neighborhood who provide goods and services. • Identify Philadelphia as the city of residence. • Name types of urban transportation.	Pupils will be able to • Develop awareness of surrounding communities and services. • Recognize Pennsylvania as the state in which they reside.	Pupils will be able to • Recognize the American flag as a symbol of our nation. • Become aware that Pennsylvania belongs to a group of states forming a nation. • Recognize the United States as the nation in which they reside.	Pupils will be able to • Recognize the shape of the earth and identify it as the planet where they reside. • Understand that people live all over the world and have similarities and differences.	Pupils will be able to • Understand how different elements of the universe affect the environment.

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA, PA.